



**RUBRIC ASSESSMENT: INSTRUCTIONAL TECHNOLOGY SPECIALIST**

Date ☐ Self-Assessment ☐ Evaluator ☐

Formal Observation ☐ Individual Growth Project ☐ Intensive Support Plan ☐ Summative ☐

**Domain 1: Planning and Preparation**

Component	Failing	Needs Improvement	Proficient	Distinguished
<i><b>1a: Knowledge of Content and Pedagogy</b></i>	The ITS plans and practice demonstrate little knowledge of andragogy, pedagogy and professional practice in relation to digital-age technologies.	The ITS plans and practice reflect some knowledge of educational andragogy, pedagogy and practice in relation to digital-age technologies.	The ITS plans and practice reflect substantial knowledge of andragogy, pedagogy and practice in relation to digital-age technologies.	The ITS plans and practice reflect comprehensive knowledge of educational andragogy, pedagogy and practice in relation to digital-age technologies.
<i><b>Evidence/Examples</b></i>	<p>The ITS shares a digital story with staff members and fails to address how the tool can be used in the classroom.</p> <p>The ITS does not participate or contribute to Internet Safety</p>	<p>The ITS introduces a digital storytelling tool to second-grade teachers and asks how they can fit the tool in their curriculum.</p> <p>The ITS introduces the tool first instead of focusing on the students' needs.</p> <p>Internet safety procedures are identified as an important topic across (district-wide?) all grades and adults in a school system.</p> <p>The ITS identifies areas of concern and provides resources.</p>	<p>ITS introduces three different digital storytelling tools to a team of second-grade teachers to support character and plot development.</p> <p>The ITS explains the difference between each tool so teachers can choose the tool that best meets their needs.</p> <p>The ITS contributes to the district digital citizenship plan to keep students safe.</p> <p>The ITS provides resources and plans instruction appropriate for learners at each level to address areas of concern.</p>	<p>Students in a classroom are preparing to elaborate on plot and character development in their story writing, using digital tools. The teacher/learner employs a similar strategy when providing tools for students so that students can choose the tool that best meets their needs.</p> <p>The ITS will lead the district development team to create and implement a digital citizenship plan to keep students safe and to meet eRate requirements for the year.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>1b: Demonstrating Knowledge of Students</i></b>	The ITS ignores learner backgrounds, skill levels, interests and special needs.	The ITS realizes the importance of understanding learner backgrounds, skill levels, interests and special needs of the faculty as a whole.	The ITS asks for information about learners including backgrounds, skill levels, interests, and special needs for groups of learners.	The ITS asks for information about learners including backgrounds, skill levels, interests, and special needs from a variety of sources and applies this knowledge to practice.
<b><i>Evidence / Examples</i></b>	<p>The ITS plans a SMART board workshop without addressing the needs of the learners.</p> <p>The ITS sets instructional outcomes that are unsuitable for learners, represent low-level learning, or are stated only as activities. The outcomes cannot be assessed.</p> <p>The ITS plans a workshop on Google Earth, but does not identify instructional outcomes.</p>	<p>Prior to a SMARTBoard workshop, ITS surveys learners' experience levels, but does not adequately incorporate the responses.</p> <p>Prior to an administrative presentation, ITS meets with the administrator to assess his/her familiarity with the technology being used in the presentation.</p> <p>The ITS creates the presentation for the administrator.</p>	<p>Prior to a SMARTBoard workshop, ITS surveys learners' experience levels to prepare customized professional development.</p> <p>Prior to an administrative presentation, ITS meets with the administrator to assess his/her familiarity with the technology being used in the presentation.</p> <p>The ITS instructs the administrator before the presentation on how to use the technology.</p>	<p>ITS utilizes survey responses to customize a SMARTBoard workshop that incorporates survey results and prior knowledge of learner preferences.</p> <p>ITS creates resources and/or presents a workshop for administrators after assessing they could benefit from additional presentation techniques and skills</p>
Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>1c: Setting Service Delivery Outcomes/Setting Instruction Outcomes</i></b>	<p>The ITS sets instructional outcomes that are unsuitable for learners, represent low-level learning, or are stated only as activities.</p> <p>The outcomes cannot be assessed.</p>	<p>The ITS sets instructional outcomes of moderate rigor and are suitable for some learners in the class.</p> <p>The outcomes consist of a variety of activities and goals, some of which can be assessed.</p>	<p>The ITS sets instructional outcomes as goals that reflect appropriate learning and curriculum standards.</p> <p>The goals are suitable for most learners in the class, represent different types of learning, and can be assessed.</p>	<p>The ITS sets instructional outcomes as goals that reflect appropriate learning and curriculum standards.</p> <p>The goals are suitable for all learners in the class, represent different types of learning, and can be assessed.</p>
<b><i>Evidence /Examples</i></b>	<p>The ITS plans a workshop on Google Earth, but does not identify instructional outcomes.</p> <p>The ITS plans a workshop on citation of resources but does not connect the learning to curriculum, learner needs or goals.</p>	<p>The ITS provides a workshop on Google Earth, but included instructional goals are not connected to curriculum, or needs of the learners.</p> <p>In preparing a workshop on citation of resources, the goals set do not align with the resources that learners are likely to find useful.</p>	<p>Based on social studies teachers' request, the ITS prepares a workshop on globalizing a unit on communities. The ITS sets goals of how to use Google Earth to view communities through satellite photos and how to make connections with other classrooms via Skype.</p> <p>In preparing a workshop on citation of resources, the ITS sets goals that learners will demonstrate how to cite resources appropriately, where to find citation information, and can articulate sound reasons for accurately citing work.</p>	<p>The ITS collaborates with the social studies teachers to develop goals for an interactive Google Map (that includes images, video, and text). The social studies teacher will then take the lead on a second collaborative map where the learners will make an interactive map based on local history.</p> <p>Learners teach and model the correct citation of resources and require their students to cite correctly as well.</p>

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<b><i>Id: Demonstrating Knowledge of Resources</i></b>	The ITS demonstrates little or no familiarity with resources to enhance content knowledge available through the district or school.	The ITS demonstrates some familiarity with resources available in the school and district. The ITS does not seek to extend their own knowledge beyond what is readily available.	The ITS is fully knowledgeable in locating resources available through the school, district, or community to enhance their own knowledge, to use in teaching and learning.  The ITS expresses some familiarity with resources external to the school and on the Internet.	The ITS searches for resources beyond the school, district, to outside professional organizations, on the Internet, and in the community to enhance their own knowledge and utilize in teaching and learning.
<b><i>Evidence /Examples</i></b>	For teachers who are incorporating Creative Commons in their lessons, the ITS provides irrelevant resources.  ITS does not participate in long term planning. The ITS only plans independent of others.	For teachers who are incorporating Creative Commons in their lessons, The ITS knows of and provides a few resources and websites, and may make them available through only email or Twitter. Resources may be provided in a way that is unorganized and difficult to navigate.  ITS participates in planning, but offers few, if any, relevant data and resources to assist in planning.	For teachers who are incorporating Creative Commons in their lessons, the ITS creates organized lists of resources and websites and makes them available to learners in multiple formats.  ITS participates in creating a long term plan to meet the needs of middle school students, and uses the ISTE NETs, data from the Speak Up survey, and the Horizon Report as resources.	For teachers who are incorporating Creative Commons in their lessons, the ITS provides an extensive annotated, sorted, and current selection of resources for learner use and encourages learners to add to the collection of resources.  The ITS takes a leadership role in efforts to create a long term plan, incorporating the ISTE NETS, Speak Up survey, the Horizon Report, and other relevant, high quality and current resources.

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<b><i>1e: Designing Coherent Instruction/Designing Coherent Service Delivery</i></b>	The learning materials and experiences (cognitive content?) generated/created by the ITS are disorganized and do not meet the needs of the learners or help the learners build on prior knowledge.	The learning materials and experiences created by the ITS engage some of the learners. The learning materials prepared reflect an ordered structure and partial knowledge of learner resources and prior knowledge.	The ITS gathers knowledge of content, learners and resources to create learning experiences that support transfer and adoption of skills for groups of learners. The learning materials are organized and detailed enough to engage learners.	The ITS gathers knowledge of content, learners and resources to develop differentiated learning experiences that support learners in integrating digital-age resources and tools into teaching. The learning materials are designed to allow learners to follow different courses/pathways based on their level of prior knowledge.
<b><i>Evidence/ Examples</i></b>	<p>The ITS introduces SMART Notebook software in a workshop but does not provide additional resources or ongoing support.</p> <p>The ITS shares resources for an upcoming iPad pilot, and distributes iPads for teachers to start using in the classroom without any professional learning or guidelines for implementation.</p>	<p>The ITS develops a three month professional development plan for a SMART Notebook software package that has been adopted by the district. In doing so, the ITS includes a few workshops and resources, but does not take the time to follow up with teachers in their classrooms or on a one-to-one basis.</p> <p>The ITS organizes a central repository for teachers participating in the iPad pilot. This hub contains miscellaneous app recommendations and instructions, but does not address the needs of the teachers participating in the pilot.</p>	<p>The ITS develops a three month professional development plan for a SMART Notebook software package that has been adopted by the district. In doing so, the ITS includes workshops at varying skill levels, job aides and flowcharts of practices, links to online resources, scheduled classroom visits to provide support and regular diagnostics of learner progress.</p> <p>In preparation for an iPad pilot in first grade, the ITS organizes a central repository for app suggestions, app purchasing procedures, iPad instructions, etc.</p> <p>The ITS designs a timeline to provide training and support teachers as they incorporate a new tool to their classrooms.</p>	<p>The ITS develops a three month professional development plan for a SMART Notebook software package that has been adopted by the district. In doing so, the ITS incorporates instruction that involves other tools available in the classrooms throughout all of the planned instruction, like Espresso Elementary, tablets, Kidspiration and video.</p> <p>In preparation for an iPad pilot in first grade, the ITS organizes a central repository for app suggestions, app purchasing procedures, iPad instructions, etc.</p> <p>The ITS designs a timeline to provide training and support teachers as they incorporate a new tool to their classrooms.</p> <p>The ITS creates a shared space for which the teachers can compare/contrast, rate various apps and share how they are utilized in their classroom.</p>

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<b><i>If: Designing Student Assessments/Assessing Goal Achievement</i></b>	<p>The ITS's plan contains no clear criteria, is inappropriate for many learners, and is poorly aligned with the instructional outcomes.</p> <p>The ITS has no plans for use of the assessment results in designing future instruction.</p>	<p>The ITS's plan is partially aligned to instructional outcomes, but are not made clear.</p> <p>The ITS's approach is rudimentary and includes only some of the instructional outcomes.</p>	<p>The ITS regularly plans for learner assessment, the criteria is clear and aligned with instructional outcomes.</p> <p>The ITS uses both formative and summative assessments to plan for future instruction for learners and groups of learners.</p>	<p>The plan developed by the ITS for learner assessment is clear, and evidence is available that demonstrates learner involvement in their development.</p> <p>The assessment tools are well designed, have been adapted to meet the needs of the learners and the ITS intends to use the results to plan future instruction for individual learners.</p>
<b><i>Evidence /Examples</i></b>	<p>The ITS plans a series of online professional development workshops on math software for middle school but does not plan for assessing instructional outcomes.</p> <p>The ITS does not provide examples of digital resources to design and develop rubrics and checklists for assessment.</p>	<p>The ITS plans a series of online professional development workshops on math software for middle school.</p> <p>The ITS plans for a summative assessment of learner success in series, but the information is not used for successive lessons.</p> <p>The ITS provides examples of digital resources to design and develop rubrics and checklists that clearly articulate the assessment criteria for any desired instructional outcome.</p>	<p>The ITS plans a series of online professional development workshops on math software for middle school. Plans for formative and summative evaluation of learner success in series include results from responses in forum discussions and final projects submitted by learners in a variety of digital media. Formative assessment informs successive lessons.</p> <p>The ITS provides examples of digital resources to design and develop rubrics and checklists that clearly articulate the assessment criteria for any desired instructional outcome.</p>	<p>After participating in a series of online professional development workshops on math software for middle school, learners/teachers incorporate similar formative and summative evaluation strategies in future online instruction development for their students.</p> <p>The learners develop rubrics and checklists that clearly articulate the assessment criteria for any desired instructional outcome using resources introduced by the ITS.</p>

Domain 2: The Environment				
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2a: Creating an Environment of Respect and Rapport</b>	Interactions with educational community members are negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict.	Interactions with educational community members are free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners.	Interactions with educational community members demonstrate general caring and respect. Specialist is considered a resource for information concerning technology use in instruction. The ITS maintains a positive relationship with stakeholders and colleagues.	Interactions with the educational community and the wider community are highly respectful and demonstrate deep understanding of learner needs and levels of skill development. ITS takes care to respect professionalism of all levels of learners.
<b>Evidence/ Examples</b>	<p>First grade teachers are proud of a project they developed and have been implementing with students for a number of years. The project uses technology, but in ineffective ways. The ITS learns of the project by indirect means, and finds a way to contribute ideas to the team. The ITS either tells the teachers that the project uses technology ineffectively, or ignores the project completely.</p> <p>The principal forwards the ITS a parent email asking how the iPads are used instructionally. The ITS does not respond to the email or does not respond in a timely manner.</p>	<p>First grade teachers are proud of a project they developed and have been implementing with students for a number of years. The project uses technology, but in ineffective ways. The ITS learns of the project by indirect means, and finds a way to contribute ideas to the team. The ITS then sends an email to the group of teachers with suggestions for improving their project.</p> <p>The principal forwards the ITS a parent email asking how the iPads are used instructionally. The ITS responds to the parent with a narrative of how the</p>	<p>First grade teachers are proud of a project they developed and have been implementing with students for a number of years. The project uses technology, but in ineffective ways. The ITS learns of the project by indirect means, and finds a way to contribute ideas to the team. The teachers accept assistance of ITS and incorporate suggestions to update the project.</p> <p>The principal forwards the ITS a parent email asking how the iPads are used instructionally. The ITS sends the parent a link to a video that demonstrates how the iPads are used in the classroom.</p>	<p>ITS offers to participate in grade level planning meetings to design an updated project that uses technology effectively meet grade level objectives.</p> <p>The ITS offers an opportunity during the day for parents to participate in an interactive demonstration using the iPad. The ITS structures the opportunity so parents can experience how their students are using the iPad in class.</p>

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<b>2b: Establishing a Culture for Learning</b>	The ITS's negative attitude and demeanor for digital-age resources and content integration are barriers that prevent learners from seeking assistance and interaction. Instructional outcomes, activities, assignments, and collaborative interactions are unclear for learners.	The ITS conveys minimal enthusiasm for digital-age resources and content integration. Instructional outcomes, activities, assignments, and collaborative interactions convey minimal expectations for learners that promote risk-taking and problem solving.	The ITS conveys a genuine enthusiasm for digital-age resources and content integration. Instructional outcomes, activities, assignments, and collaborative interactions convey high expectations for learners that promote risk-taking and problem solving.	The enthusiasm of the ITS for digital-age resources and content integration is infectious leading learners to hold themselves to high standards. Instructional outcomes, activities, assignments, and collaborative interactions convey high expectations for learners that promote risk-taking and problem solving.
<b>Evidence/ Examples</b>	<p>The ITS is aware that the third-grade team is preparing their annual research projects in PowerPoint. The ITS takes no initiative to introduce new ways of using PowerPoint or new ways of completing the project.</p> <p>The ITS introduces a variety of digital tools without connecting their use to curriculum.</p>	<p>The ITS is aware that the third-grade team is preparing their annual research projects in PowerPoint. The ITS provides a wireless presentation remote to the teacher so her students can present their PowerPoints anywhere in the room. The ITS does not provide any guidance as to effective presentation skills.</p> <p>The ITS facilitates a workshop to introduce a number of digital tools to support student writing goals. The ITS talks for the duration of the workshop and does not allow time for learners to experiment with the tools.</p>	<p>The ITS meets with a third grade teacher to discuss additional presentation methods for her students' annual research project. The ITS asks the teacher for the rubric used to score student presentations. The ITS introduces 2 new digital tools that can accomplish the same goals. The ITS encourages the teacher to let her students choose the tool that suits them best, even if she doesn't know how to use it.</p> <p>The ITS facilitates a workshop to introduce a number of digital tools to support student writing goals. The workshop includes time for individual discovery of the tools with ITS there to support, as needed.</p>	<p>Based on the teacher's positive risk-taking experience with the presentation project, she encourages her third grade team-members to consider letting their students choose a tool other than PowerPoint to present their research.</p> <p>The ITS facilitates a workshop to introduce a number of digital tools to support student writing goals. The ITS invites teachers who are already using these tools to share their experiences with the group. The workshop includes time for individual discovery of the tools with ITS there to support, as needed.</p>

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<b>2c: Managing Classroom Procedures/Managing Procedures</b>	Ineffective management of the online or face-to-face learning environment results in significant loss of instructional time.	Ineffective management of the online or face-to-face learning environments results in the loss of some instructional time. Not all learner groups work collaboratively while unsupervised.	Effective management of the online or face-to-face learning environments results in active learning through minimal guidance. Routines are clearly established and learners are collaborative, productive, and self-regulating.	The online or face-to-face learning environment has been developed with learner input, transitions are seamless, and active learning is present through minimal guidance. Routines are clearly established and learners are collaborative, productive, and self-regulating.
<b>Evidence /Examples</b>	<p>In co-teaching a lesson about measurement in Google Earth, the ITS uses terminology that the students do not understand, resulting in off-task behavior. The ITS continues to teach the lesson, ignoring the need to change his/her instructional methods.</p> <p>The ITS does not provide feedback in online class activities and discussions.</p>	<p>In co-teaching a lesson about measurement in Google Earth, the ITS uses terminology that the students do not understand, resulting in off-task behavior. The ITS attempts to use terminology that the students might understand better.</p> <p>The ITS does not provide timely feedback in online class activities and discussions, resulting in minimal learner participation.</p>	<p>In co-teaching a lesson about measurement in Google Earth, the ITS uses age-appropriate terminology, checks for understanding before continuing, and adapts as necessary to meet all students' needs.</p> <p>The ITS provides timely feedback in online class activities and discussions, resulting in active learner participation.</p>	<p>In co-teaching a lesson about measurement in Google Earth, the ITS uses a graphic organizer to determine students' familiarity with the terminology used in the lesson and adapts the lesson based on the information collected. The ITS also uses the graphic organizer to identify students to be leaders in their small groups while working in Google Earth.</p> <p>The learners initiate new discussion topics in an online class as a result of the ITS' active participation, modeling, and encouragement</p>



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<b>2d: Managing Student Behavior</b>	No standards of conduct appear to have been established. Learner behavior does not appear to be monitored. If a response is given to misbehavior it is inconsistent or is disrespectful of learner dignity.	Standards of conduct appear to have been established.  The ITS struggles to monitor learner behaviors yet attempts to re-engage some learners productively.	Standards of conduct are established and communicated by the ITS.  Learners are productively and independently engaged in professional development.  The ITS's response to misbehavior is appropriate and respects the learners' dignity.	Standards of conduct are clear to all learners and have been developed with learner participation.  The ITS's monitoring of student behavior is subtle; their response is highly effective and sensitive to the learners' needs.
<b>Evidence /Examples</b>	ITS develops a hands-on workshop on video production. ITS does not create expectations for the group project. ITS divides learners into groups to film a scene. While the groups are filming, the ITS is sitting at his computer.  ITS sets up an Edmodo group for the 10th grade ELA department to facilitate asynchronous collaboration. ITS does not create expectations for using the tool appropriately. When one participant writes a disparaging comment about another faculty member, the ITS does not respond.	ITS develops a hands-on workshop on video production. ITS assumes that learners know the project expectations and asks learners to divide into groups to film a scene. While filming, the ITS visits the various groups to check on progress. One group is off-task and the ITS does not redirect the behavior so they can complete the group project.  ITS sets up an Edmodo group for the 10th grade ELA department to facilitate asynchronous collaboration. ITS assumes faculty know how to use the tool appropriately. When one participant writes a disparaging comment about another faculty member. The ITS replies to this participant in a public forum to address the inappropriate remark.	ITS develops a hands-on workshop on video production. ITS establishes expectations for the project and asks learners to divide into groups to film a scene. While filming, the ITS visits the various groups to check on progress. One group is off-task and the ITS reminds learners about the project expectations and provides support as needed.  ITS sets up an Edmodo group for the 10th grade ELA department to facilitate asynchronous collaboration. ITS creates and communicates ground rules for appropriate use of the tool. One participant writes a disparaging comment about another faculty member. The ITS messages this participant privately to address the inappropriate remark.	ITS develops a hands-on workshop on video production. Prior to dividing into smaller groups, the ITS facilitates a discussion on expectations for group behavior. After dividing into groups, the ITS uses the agreed upon expectations to monitor group progress and redirect learners as needed.  ITS sets up an Edmodo group for the 10th grade ELA department to facilitate asynchronous collaboration. ITS works with the teachers to create ground rules for appropriate use of the tool. No disparaging comments are made because the teachers played a role in creating the expectations.

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<b>2e: Organizing Physical Space</b>	<p>The physical or digital-age learning environment is unsafe or inaccessible to learners.</p> <p>The ITS struggles to guide effective communication and team learning.</p>	<p>The physical or digital-age learning environment is moderately safe and accessible to most learners. The ITS attempts to guide effective communication and team learning with partial success.</p>	<p>The physical or digital-age learning environment is safe and accessible to all learners. The ITS ensures that the space is conducive for effective communication and team learning.</p>	<p>The physical and digital spaces are used in a way that is complementary, changing a process for work or functioning in a way that increases access, productivity, efficiency, or community involvement.</p>
<b>Evidence /Examples</b>	<p>ITS works with the classroom teacher to create a classroom space on Kidblog.org. The ITS and teacher do not verify that all students have internet access at home but require students to blog for homework. Students access Kidblog from home and make inappropriate remarks. The blog is not actively monitored and the inappropriate remarks are noticed by a parent.</p>	<p>ITS works with the classroom teacher to create a classroom space on Kidblog.org. Together, they teach a lesson on appropriate posting and commenting. The ITS and teacher do not verify that all students have internet access at home but require students to blog for homework. Some students make inappropriate remarks in the first couple weeks of using Kidblog. The ITS and teacher remove the comments after other students complained about them.</p>	<p>ITS works with the classroom teacher to create a classroom space on Kidblog.org. Together, they teach a lesson on appropriate posting and commenting. The ITS and teacher turn comment-moderation on for the first two weeks of blogging to ensure that students respond safely and appropriately. The student's blog in the computer lab where each student has access to a device. After students prove they can use the tool effectively, the teacher turns off comment-moderation.</p>	<p>ITS works with the classroom teacher to create a classroom space on Kidblog.org. Together, they teach a lesson on appropriate posting and commenting. The ITS and teacher turn comment-moderation on for the first two weeks of blogging to ensure that students respond safely and appropriately. After students prove they can use the tool effectively, the teacher turns off comment-moderation. The use of Kidblog in the classroom allows students to share their final writing pieces with their peers, and they are proud to be able to display their work online.</p> <p>ITS facilitates school-wide initiative to combat cyber-bullying behaviors by engaging the students and faculty to establish rules for appropriate online behavior.</p> <p>Learners discuss technology and support one another spontaneously-using means outside the classroom walls.</p>

Domain 3: Service Delivery				
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3a: Communicating with Students/Communicating with Clients</b>	<p>Communications are inappropriate for learners' cultures and levels of development.</p> <p>Content connections and expectations are not consistent with learners' knowledge and experience.</p>	<p>Communications are sometimes appropriate for learners' cultures and levels of development.</p> <p>Content connections and expectations are somewhat consistent with learners' knowledge and experience.</p>	<p>Communications are appropriate for learners' cultures and levels of development.</p> <p>Content connections and expectations are consistent with learners' knowledge and experience.</p>	<p>Communication includes real time differentiation and delivery based on the audience of learners.</p> <p>Content connections and expectations are differentiated to meet learners' knowledge and experience.</p>
<b>Evidence/Examples</b>	<p>In a monthly digital newsletter, the ITS uses extensive technology vocabulary and does not explain the terms.</p> <p>The ITS creates a Google doc for brainstorming about resources to support math instruction, but doesn't share it with the staff for their input.</p> <p>The ITS shares via email a technology resource to support vocabulary instruction. Several teachers express an interest in learning more, but the ITS never follows up with them.</p>	<p>In a monthly digital newsletter, the ITS provides definitions for technology vocabulary, but the vocabulary is over the teacher's heads. The ITS provides examples of how the terms are used, but they have no educational relevance.</p> <p>The ITS creates a Google doc for brainstorming about resources to support math instruction. The Google doc is set to a "view-only" setting so staff cannot add resources on their own. In order to add resources, they need to email the ITS.</p> <p>The ITS shares via email a technology resource to support vocabulary instruction. Several teachers express interest in learning more, and the ITS sends a link to a blog post for the teacher to retrieve information.</p>	<p>In a monthly digital newsletter, the ITS provides definitions for commonly used technology vocabulary in the district. The ITS provides examples of where and how the terms are used.</p> <p>The ITS creates a Google doc for brainstorming about resources to support math instruction. The Google doc is set up so staff members can view and edit content.</p> <p>The ITS shares via email a technology resource to support vocabulary instruction. The ITS follows up one-on-one with teachers who expressed interest in learning more about strengthening vocabulary with this new tool.</p>	<p>In a monthly digital newsletter, the ITS provides definitions for commonly used technology vocabulary in the district. The ITS provides examples of where and how the terms are used. Within the newsletter, readers can click on hyperlinks for more information. Embedded in the form is a survey tool where users can submit whether a request for a personal visit from the ITS.</p> <p>The ITS asks staff members for input for sharing math resources. One of the staff members suggests Google docs, and the ITS creates a Google Doc based on input from the team.</p> <p>The ITS shares via email a technology resource to support vocabulary instruction. The ITS visits one of the teachers who never responds to emails or asks questions, and shows how the resource can be effective for students. The teacher responds to this face-to-face communication and requests additional time to meet to work on implementing these new resources in his/her class.</p>

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<b>3b: Using Questioning and Discussion Techniques/ Gathering Information</b>	<p>The ITS asks low-level or inappropriate questions, eliciting limited participation and recitation instead of a discussion.</p> <p>The ITS dominates the conversation.</p>	<p>The ITS uses mostly low-level questioning and discussion techniques and is only partially successful in engaging learners in a discussion.</p> <p>The ITS asks most of the questions during the discussion.</p>	<p>The ITS uses proven and research based questioning and discussion techniques relevant to the learning format, including face-to-face, online, and virtual, and to the needs of individual learners.</p> <p>The ITS engages all learners in the discussion and steps aside when appropriate, allowing learners to control the discussion.</p>	<p>The ITS facilitates a discussion using proven research-based questioning and discussion techniques.</p> <p>Learners formulate questions and assume responsibility for ensuring all voices are heard in the discussion.</p>
<b>Evidence/Examples</b>		<p>Learners are asked to answer low level questions as part of an internet hunt. There is no transformation of the new learning.</p>	<p>Learners respond to appropriately written questions by participating in discussions (including online), in which they make connections to prior knowledge and each other, as well as demonstrate acquired knowledge.</p> <p>ITS uses appropriate questioning strategies to guide learners in reflection and retrospection concerning their teaching and learning.</p>	

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<b>3c: Engaging Students in Learning/Engaging Clients in Learning</b>	<p>Activities and assignments, materials, and groupings of learners are inappropriate for the instructional outcomes or the learner's current levels of understanding, resulting in little to no intellectual engagement.</p> <p>The learning session has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of learners are partially appropriate to the instructional outcomes or the learner's current levels of understanding, resulting in moderate intellectual engagement.</p> <p>The learning session has a recognizable structure, but that structure is not maintained.</p>	<p>Activities and assignments, materials, and groupings of learners are fully appropriate to the instructional outcomes or the learner's current levels of understanding. All learners are engaged in work of a high level of rigor. The lesson structure is coherent, with appropriate pace.</p>	<p>Throughout the lesson, learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for learner reflection and closure.</p>
<b>Evidence/Examples</b>	<p>The ITS shares a favorite app that has nothing to do with the lesson objective, which creates off-task discussions that relate to non-educational purposes.</p> <p>The ITS shares information via a webinar without any learner interaction. The slides are read verbatim without checking for understanding or questions.</p>	<p>The ITS instructs the learners to draw a map to the closest public library using the ITS' favorite app. Learners work in groups to complete the task.</p> <p>The ITS shares information via a webinar, checking occasionally for understanding and answering some of the learners' questions.</p>	<p>The ITS instructs the learners to draw a map to the closest public library using one of the three apps that the group experimented with earlier in the year. Learners work in groups to determine which app will meet their goal and finish the task.</p> <p>The ITS shares information via a webinar, incorporating opportunities for interaction through polls, questions, and learner contribution.</p>	<p>The ITS facilitates a discussion regarding which app most clearly depicts the route to the closest library. Learners work in groups to experiment with various apps. The learners share their discoveries and document the differences between each tool in a shared Google Doc.</p> <p>The ITS shares information via a webinar, incorporating opportunities for interaction through polls, questions, and learner contribution. He/she also invites the learners to take control of the virtual space by sharing their desktops with others. The ITS also creates small group opportunities for learners to share with each other, acting as facilitator of these groups.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3d: Using Assessment in Service Delivery/Using Assessment in Instruction and Service Delivery</b>	The ITS does not apply assessment when providing instruction, and provides little or no feedback to learners during or after instruction.	Technology resources are used to gather, interpret and evaluate assessment data whenever possible.	Assessment is regularly used in instruction, through self-assessment by learners, monitoring of progress of learning by the teacher and/or learners, and high quality feedback to learners. Learners are fully aware of the assessment criteria used to evaluate their work. Technology resources are used to gather, interpret and evaluate assessment data to inform instruction.	<p>The ITS, with a set of teachers, develops protocols for common formative and summative assessments across disciplines.</p> <p>Through consultation with the ITS, learners use self-assessment to determine what their professional learning needs are and where to find them.</p> <p>Triangulation of data from a variety of assessment sources are used to assure an accurate view of learning progress.</p>
<b>Evidence/Examples</b>	The ITS provides a series of 3 instructional workshops on the use of Flipped Learning in the classroom, but does not provide feedback to learners about their progress during the workshops, or concerning their attempts at implementation in the classroom.	<p>The ITS uses a simple series of questions at the end of each Flipped Learning instructional workshop as the means of assessment of learning.</p> <p>Feedback during instruction consists of verbal comments like, “great job” or “you should try again” that are not specific and do not provide accurate information about learner progress or need for revision.</p> <p>No assessment of attempts by learners to apply the Flipped Learning concepts between instructional workshops is provided.</p>	<p>The ITS assesses the learners’ prior knowledge about Flipped Learning in the early part of the first instructional workshop using a student response system (physical or virtual). Prior knowledge related to the learning objectives is sought, and responses are used to guide instruction. The ITS regularly assesses learning throughout the instruction and provides timely and specific feedback.</p> <p>The ITS provides consults with the learners concerning their attempts to implement Flipped Learning between instructional workshops. ITS is able to identify learning needs based on observation, learners’ reflection, and comparison with previous assessment.</p>	As learners become more familiar and comfortable with Flipped Learning concepts and processes, they develop a set of formative and summative assessments to aid them in gauging their progress in effectively using this new technique. Learners and the ITS choose to meet periodically and regular to discuss progress against the assessments, triangulate the data regarding their assessments from multiple sources, and continually refine their goals to continue their progress.

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3e: Demonstrating Flexibility and Responsiveness</b>	The ITS focuses on integrating a specific technology, with no alignment to learner needs or outcomes.	The ITS is minimally invested in the success of learners. Adjustments to instruction and plans are ineffective or seldom identified	The ITS promotes the successful progress of all learners, making adjustments as needed to instruction plans and accommodating learner questions, needs, and interests, and integrating digital tools whenever appropriate.	The ITS seizes an opportunity to enhance learning, building on a spontaneous event or learner interests. The ITS ensures the success of all learners, using an extensive repertoire of instructional strategies and digital tools.
<b>Evidence/Examples</b>	<p>The ITS shows a tool, and mid-lesson, the technology malfunctions. The ITS has no plan B to move this lesson forward.</p> <p>The ITS and a classroom teacher are teaching students how to create digital presentations. When a student asks about an advanced function of the tool, the student is told, “We don’t have time for that.”</p>	<p>The ITS leads a collaborative activity using an online Post-it tool. Mid-lesson, the technology malfunctions, and the ITS decides to stop the activity altogether.</p> <p>The ITS and a classroom teacher are teaching students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction, but there are also three students who have never used the tool. The ITS and the teacher decide to split the class into two groups and the students who have never used the tool are lumped into a group that is too advanced for them.</p>	<p>The ITS leads a collaborative activity using an online Post-it tool. Mid-lesson, the technology malfunctions, requiring the ITS to use a different tool for the activity. The ITS sets up a different activity so the group can complete the task.</p> <p>The ITS and a classroom teacher are teaching students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction. The ITS and teacher decide to split the class into three groups to accommodate student needs. The groupings are appropriate for the skill level of the students.</p>	<p>The ITS leads a collaborative activity using an online Post-it tool. Mid-lesson, the technology malfunctions, requiring the ITS to use a different tool for the activity. The ITS models the simplicity of recreating this activity in a different tool. Learners are able to complete the task using the new tool and learned another resource to use to meet the lesson objective.</p> <p>The ITS and a classroom teacher are teaching students how to create digital presentations. Although the ITS and classroom teacher planned on creating the presentations in PowerPoint, one of the students suggested using a web-based tool instead. The ITS and classroom teacher seize the opportunity to get the students excited about a new tool. They allowed students to choose which tool they wanted to use to create their presentation.</p>

#### Domain 4: Professional Development/ITS Responsibilities

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4a: Reflecting on Teaching/Reflecting on Practice</b>	<p>The ITS does not assess the effectiveness of the professional practice and has no ideas about how practice could be improved.</p> <p>The ITS does not assess the effectiveness of the professional practice and does not consider that their practice could be improved.</p> <p>The ITS is unable to show records or artifacts of their professional work.</p>	<p>The ITS provides a partially accurate and objective description of professional practice but does not cite specific evidence. The ITS makes only general suggestions as to how practice might be improved.</p>	<p>The ITS provides a partially accurate and objective description of professional practice but does not cite specific evidence. The ITS makes only general suggestions as to how practice might be improved.</p>	<p>The ITS provides a partially accurate and objective description of professional practice but does not cite specific evidence. The ITS makes only general suggestions as to how practice might be improved.</p>
<b>Evidence/Examples</b>	<p>The ITS does not reflect on faculty meeting presentations offered throughout the year.</p>	<p>The ITS maintains files, but does not revisit to evaluate and revise as part of their collaboration with teachers.</p> <p>The administrator asks the ITS to reflect on faculty meeting presentations throughout the year.</p>	<p>The ITS maintains a digital portfolio documentation of post- instruction reflections of the events of instruction, examples of success or shortfalls during instruction, and plans for improvement.</p> <p>The ITS reflects on faculty meeting presentations offered throughout the year and shares reflections with his/her administrator.</p>	<p>The ITS maintains a digital portfolio that contains information on each of the ITS evaluation domains, and reflection that informs instruction, along with specific examples for improvement.</p> <p>The ITS reflects on faculty meeting presentations offered throughout the year and shares reflections with his/her administrator. The ITS and administrator use the reflections to establish goals for the following year's faculty meetings.</p>



Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4b: Maintaining Accurate Records</b>	The ITS does not have a method for maintaining instructional or non-instructional records or the records are disorderly, causing errors and confusion.	The ITS has a rudimentary or ineffective method for maintaining instructional and non-instructional records that is only partially effective.	The ITS has an effective system for maintaining instructional and noninstructional records.	The ITS has an effective system for maintaining instructional and non-instructional records that contain contributions from learners.
<b>Evidence/Examples</b>	<p>The ITS does not document the use of technology and therefore, cannot advocate for additional equipment.</p> <p>Teachers have to email ITS to inquire about equipment and space availability, locate equipment, and reserve equipment and spaces for classroom use.</p>	<p>Through documentation of scheduling, and use, the ITS is able to demonstrate the need for additional equipment. The ITS shares this information with colleagues, but does not take the data to the administrative level.</p> <p>Teachers have access to a shared calendar to view equipment and space reservations but the ITS does not keep the calendar updated.</p>	<p>Social Worker completes case notes immediately following the individual session she has with a student or family.</p> <p>Through documentation of scheduling, and use, the ITS is able to demonstrate the need for additional equipment. The ITS communicates this need with the administrative team, providing data to support his/her claim.</p> <p>ITS develops the procedure for equitably reserving equipment and space, empowering the teachers to take ownership of their reservation requests.</p>	<p>Through documentation of scheduling, and use, the ITS is able to demonstrate the need for additional equipment. ITS works with administration to develop a plan for purchasing/upgrading equipment.</p> <p>ITS works with building staff to develop the procedure for equitably reserving equipment and space, empowering the teachers to take ownership of their reservation requests.</p>
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4c: Communicating with Families/Communicating with Stakeholders, including School Personnel, Parents, or Guardians, and Community Partners</b>	The ITS fails to communicate with stakeholders about the infusion of technology into teaching and learning. The ITS makes no attempt to engage stakeholders.	The ITS rarely communicates with stakeholders about the infusion of technology into teaching and learning. The ITS is seldom able to independently identify communication needs.	The ITS communicates information within a reasonable time frame and in a format comfortable to the audience.	The ITS communicates timely information customized to the audience.
<b>Evidence/Examples</b>	<p>The ITS is aware of a cyberbullying incident at school but chooses not to communicate educational information with stakeholders.</p> <p>The ITS does not communicate with staff regarding the integration of technology into the curriculum.</p>	<p>After a cyberbullying incident occurs at school, the ITS develops a document for parents and community members containing information about cyber bullying.</p> <p>The ITS seldom communicates tech tips related to teaching and learning.</p>	<p>The ITS works with staff to develop a published document for parents and community members containing information about cyber bullying, how the school is addressing it, and how to support appropriate technology use at home.</p> <p>The ITS communicates weekly tech tips to staff that are relative to teaching and learning. The format is inviting and eye-appealing.</p>	<p>The ITS and staff develop a contest inviting students to create a poster educating others about digital citizenship and cyberbullying. The posters will be shared in the lobby of the building and on the district website.</p> <p>The ITS encourages staff to participate in a learning network to continually share technology tips.</p>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4d: Participating in a Professional Community/Participating in a Professional Learning Community</b>	The ITS avoids participating in a professional community, school and district events and projects. Interpersonal relationships with colleagues are negative or self-serving.	The ITS reluctantly participates in a professional community, school and district events and projects. Interpersonal relationships with colleagues are weak or inconsistent.	The ITS's professional relationships are characterized by mutual support and cooperation. Interpersonal relationships with colleagues and professional communities (informal or formal) are positive and respectful.	The ITS makes a significant contribution to the school, district, or professional community. The ITS takes initiative in assuming leadership roles.
<b>Evidence/Examples</b>	ITS is dismissive or not responsive to requests from colleagues and professional communities.  The ITS does not participate in the county-wide Edmodo group.	The ITS seldom shares resources with colleagues and professional communities.  The ITS joins the county-wide Edmodo group because his/her boss made it a requirement. The ITS rarely comments in the group.	The ITS shares resources found with colleagues and professional communities regarding new and emerging technology trends.  ITS contributes to development of resources.  The ITS participates in the county-wide Edmodo group to share best practices from his/her district and learn about local trends in the region.	Organizes communities consisting of participants across several stakeholder groups, including blogs or timely digital publications and "news".  The ITS is an active content creator in the county-wide Edmodo group, posting conversation starters to generate discussions amongst group members.
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4e: Growing and Developing Professionally</b>	The ITS does not participate in professional development and does not share knowledge with colleagues.	The ITS participates in professional development activities that are convenient or required and makes limited contributions to the profession. The ITS grudgingly accepts feedback from supervisors and colleagues.	The ITS actively looks for professional development based on self-assessment and shares knowledge gained with others. The ITS welcomes feedback from supervisors and colleagues.	The ITS seeks out professional development opportunities and originates activities that contribute to the profession. The ITS asks for feedback from supervisors and colleagues to inform practice.
<b>Evidence/Examples</b>	The ITS is directed to attend a content-related conference but refuses.  The ITS does not take time to research and learn about new and emerging technology.	The ITS needs encouragement to attend conferences of a relevant nature to their job duties.  The ITS randomly or infrequently is involved in personal research of new and emerging technology available.	The ITS continually researches and attends relevant conferences. The ITS shares information gained with colleagues when applicable.  The ITS maintains a regular schedule of personal research of new and emerging technology available.	The ITS helps evaluate conference options and makes recommendations to colleagues.  The ITS creates a plan for professional development with goals for learning over time, and works toward the set goals.

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4f: Showing Professionalism/Demonstrating Professionalism through Self-Awareness, Self-Monitoring, and Professional Accountability</b>	The ITS does not demonstrate ethics and professionalism and contributes to practices that are self-serving or illegal. The ITS fails to comply with school and district regulations	The ITS is honest and well-intentioned in serving learners and contributing to decisions in the school, but the ITS's attempts to serve learners are limited. The ITS complies minimally with school and district regulations, requiring reminders.	The ITS displays a high level of ethics and professionalism related to education and technology in dealings with stakeholders and colleagues and complies fully and voluntarily with school and district regulations as well as the PA Code of Professional Practice and Conduct for Educators.	The ITS is proactive and assumes a leadership role in demonstrating digital citizenship.  The ITS demonstrates the highest standards of ethical conduct and models compliance with school, district, and other relevant regulations.
<b>Evidence/Examples</b>	The ITS continually posts inappropriate and private comments on public forums using district credentials, or continually uses district resources for personal and/or commercial communication outside of district regulation.  Language is inappropriate in professional settings.	The ITS occasionally posts inappropriate and private comments on public forums using district credentials, or continually uses district resources for personal and/or commercial communication outside of district regulation. ITS adapts and shares resources that are appropriate for faculty needs, but, without citing original sources.  The ITS needs to be reminded regarding appropriate language in professional settings.	The ITS judiciously uses digital communication to support district initiatives and community involvement and awareness (email, blog posts, twitter, etc.) and provides appropriate citation.  The ITS continually uses appropriate language in professional settings.	The ITS notices several colleagues posting inappropriate remarks about school on Facebook, and approaches the building administrator to organize a morning tech talk for the faculty about social networking and best practices.  The ITS is considered by relevant professionals to be a role model in communications.